

STARR ELEMENTARY

400 Professor Brown Lane

Starr, S.C. 29684

GRADES K-5 Elementary School

ENROLLMENT 693 Students

PRINCIPAL Dr. W. Frank Cason 864-352-6154

SUPERINTENDENT L. Hugh Smith 864-348-6196

BOARD CHAIR Marty Watt 864-348-6196

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	53	43	0	0

IMPROVEMENT RATING:

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	No
2004	Good	Average	No

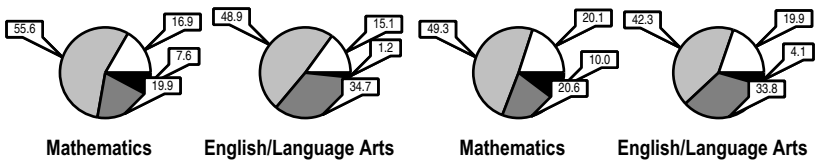
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	354	100.0	15.1	48.9	34.7	1.2	50.2	Yes	Yes
Gender									
Male	173	100.0	17.4	50.3	30.4	1.9	47.8		
Female	181	100.0	12.9	47.6	38.8	0.6	52.4		
Racial/Ethnic Group									
White	311	100.0	14.9	47.3	36.5	1.4	51.7	Yes	Yes
African-American	41	100.0	17.6	61.8	20.6	0.0	38.2	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	278	100.0	10.0	49.0	39.4	1.5	55.6		
Disabled	76	100.0	33.3	48.6	18.1	0.0	30.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	354	100.0	15.1	48.9	34.7	1.2	50.2		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	352	100.0	15.2	48.8	34.8	1.2	50.3		
Socio-Economic Status									
Subsidized meals	198	100.0	19.9	52.5	27.1	0.6	42.5	Yes	Yes
Full-pay meals	156	100.0	9.3	44.7	44.0	2.0	59.3		

Mathematics - State Performance Objective = 15.5%									
All Students	354	100.0	16.9	55.6	19.9	7.6	46.5	Yes	Yes
Gender									
Male	173	100.0	16.1	51.6	21.1	11.2	51.6		
Female	181	100.0	17.6	59.4	18.8	4.1	41.8		
Racial/Ethnic Group									
White	311	100.0	15.5	54.4	21.6	8.4	48.6	Yes	Yes
African-American	41	100.0	29.4	64.7	5.9	0.0	26.5	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	278	100.0	9.3	58.3	23.2	9.3	56.0		
Disabled	76	100.0	44.4	45.8	8.3	1.4	12.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	354	100.0	16.9	55.6	19.9	7.6	46.5		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	352	100.0	17.0	55.5	20.0	7.6	46.4		
Socio-Economic Status									
Subsidized meals	198	100.0	24.9	59.1	13.8	2.2	34.3	Yes	Yes
Full-pay meals	156	100.0	7.3	51.3	27.3	14.0	61.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	133	100.0	23.3	37.5	36.7	2.5	39.2
	Grade 4	126	100.0	21.1	48.0	30.1	0.8	30.9
	Grade 5	115	100.0	27.1	57.0	15.9	N/A	15.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	109	100.0	10.2	38.0	49.1	2.8	51.9
	Grade 4	130	100.0	19.0	51.6	29.4	N/A	29.4
	Grade 5	115	100.0	16.5	64.3	18.3	0.9	19.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	133	100.0	21.7	49.2	25.0	4.2	29.2
	Grade 4	126	100.0	7.3	51.2	26.8	14.6	41.5
	Grade 5	115	100.0	27.1	49.5	19.6	3.7	23.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	109	100.0	17.6	64.8	15.7	1.9	17.6
	Grade 4	130	100.0	19.8	46.0	24.6	9.5	34.1
	Grade 5	115	100.0	16.5	57.4	16.5	9.6	26.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 693)				
First graders who attended full-day kindergarten	98.1%	N/C	100.0%	100.0%
Retention rate	7.1%	Up from 5.3%	3.0%	2.7%
Attendance rate	96.4%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.3%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%		4.2%	3.5%
Eligible for gifted and talented	13.6%	Up from 12.4%	13.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.3%	Down from 17.7%	9.6%	8.2%
Older than usual for grade	2.6%	Up from 1.9%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	40.0%	Up from 33.3%	50.0%	51.4%
Continuing contract teachers	91.1%	Up from 68.8%	89.5%	87.5%
Highly qualified teachers**	97.4%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	83.7%	Up from 82.5%	86.9%	86.7%
Teacher attendance rate	93.7%	Down from 95.9%	94.7%	94.9%
Average teacher salary	\$37,814	Up 3.7%	\$40,260	\$40,760
Prof. development days/teacher	12.1 days	Up from 11.7 days	12.5 days	12.4 days

School

Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 18.6 to 1	18.9 to 1	18.9 to 1
Prime instructional time	89.4%	Down from 91.3%	89.7%	90.0%
Dollars spent per pupil*	\$5,640	Up 7.7%	\$5,825	\$6,044
Percent of expenditures for teacher salaries*	66.6%	Down from 67.8%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Starr Elementary, a rural community dedicated to developing the highest potential of each child, is to prepare all students to be responsible, self-motivated life-long learners by fostering parental involvement, embracing diversity, and providing challenging, accountable, and innovative educational opportunities in a safe and caring environment.

Starr Elementary is fully accredited by the Southern Association of Colleges and Schools and maintains an "All Clear" status from the State Department of Education.

We are presently in the process of preparing for a SACS visit in the Spring of 2005.

This past school year was very busy and exciting. Our enrollment increased a little due to a large kindergarten and an additional 3- and 4-year-old class. Many of our students were very active in a variety of programs including Accelerated Reader, spelling bee, the Lt. Governor's essay, student council, after-school enrichment program and the PACT Power Hour.

The staff at Starr Elementary continues to align our curriculum with the state standards. Staff development on curriculum calibration will continue in the present school year. Mrs. Heather Smith, Mrs. Debbie Madden, Miss Mary Boggs, and Miss Tammy Vaughn achieved National Board Certification. Congratulations also go to Mrs. Jennifer Cooper who was selected as Starr Elementary Teacher of the Year.

Melissa Davis, School Improvement Chair
W. Frank Cason, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	90	64
Percent satisfied with learning environment	97.4%	86.5%	82.8%
Percent satisfied with social and physical environment	97.4%	70.5%	76.6%
Percent satisfied with home-school relations	71.8%	90.9%	81.3%

*Only students at the highest elementary school grade level at this school and their parents were included.